

GENTRY HIGH SCHOOL CONVERSION CHARTER

**CHARTER INTERNAL
REVIEW COMMITTEE
REVIEW AND APPLICANT
RESPONSES**

Gentry High School Conversion Charter

PRE-APPLICATION MATERIALS

The Arkansas Department of Education requires that all applicants submit a Letter of Intent, outlining a general description of the proposed charter school.

Evaluation Criteria:

- A Letter of Intent was filed with Arkansas Department of Education on time and included all the necessary information

Fully Responsive

PART B EXECUTIVE SUMMARY

The Arkansas Department of Education requires all applicants to include an executive summary.

Evaluation Criteria:

- A mission statement (with content to be evaluated for Prompt #2 of Part C); and
- The key programmatic features of the proposed charter school

Fully Responsive

PART C NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER

C1: PUBLIC HEARING RESULTS

All districts must conduct a public hearing before applying for a district conversion or limited charter school to assess support for the school's establishment. Applicants are asked both to document the logistics of the hearing and to include a narrative of the hearing results.

Evaluation Criteria:

- A thorough description of the results of the public hearing;
- Evidence of public support exhibited at the hearing;
- Documentation of required notice published to garner public attention to the hearing; and
- Documentation of required notices about the hearing being sent to the community, certified school personnel, and parents of all students enrolled at the public school for which the school district initiated the application

Fully Responsive

Concerns and Additional Questions

- The notice of the public hearing was one day short of being published three weeks in advance of the hearing.

Applicant Response:

- An additional meeting was scheduled to allow for the full 3 week notification. (see 2 clippings from newspaper below)
- Additional advertisement on school sign at the corner of AR Hwy 59 and AR Hwy 12

B4 Wednesday, October 14, 2015 **HOMETOWN EVENTS** Windsor Eagle Observer

EAST Night Out
Gentry Public Schools is inviting the public to EAST Night Out, an event showcasing and celebrating the new Environmental and Spatial Technology (EAST) program in the district. Students will be on hand to demonstrate some of their current learning projects. The open-house event will be held from 5 to 8 p.m. on Tuesday, Oct. 13, in the EAST Classroom, Room 202, at Gentry High School.

Hinsdale Fall Cleanup
The annual fall cleanup will be held in the Hinsdale community this Thursday, Oct. 8, allowing residents to dispose of some items too large for the regular weekly trash pickup. Curbside pickup of large items will be held that day and persons are encouraged to put them out the preceding day, if possible. Items which will not be accepted for pickup include paint, tires, flammable, chemicals, appliances, electronics and yard waste. Lumber will be picked up only if it is no longer than 4 feet, is laid in a bundle and weighs less than 50 pounds. Persons with questions may call city

Springtown Cemetery Meeting
The Springtown Cemetery Association will hold its annual business meeting and fall cleanup from 9 a.m. to noon on Saturday, Oct. 17. All interested people are encouraged to come and participate, especially service organizations, scouts and church groups. For more information, call Glen Smith at 479-903-2764 or Mary Drobic 479-720-2876.

Trick or Treat on Main
Gentry's Trick or Treat on Main Street event, sponsored by the Gentry Chamber of Commerce, is scheduled for 5 to 8:30 p.m. on Saturday, Oct. 31, on Gentry's Main Street.

Charter School Meeting
Gentry Public Schools will hold a Conversion Charter Informational Meeting on Nov. 3 to discuss the conversion charter application and proposed educational programming. The meeting will be held in the Pioneer Activity Complex (PAC) building, hospitality room, beginning at 6 p.m. All are invited to attend.



Remaining Issues: When the Charter Internal Review Committee met on October 28, 2015, the applicant had not yet provided details of the public meeting to be held on November 3, 2015. This second public hearing was required since the first public hearing was held less

than three weeks from the publication notice. On November 4, 2014, details about the public hearing held on November 3 were provided.

C2: MISSION STATEMENT

The Mission Statement should be meaningful and indicate what the school intends to do, for whom, and to what degree.

Evaluation Criteria:

- A mission statement that is clear and succinct

Fully Responsive

C3: EDUCATIONAL NEED

The Educational Need section should explain the need for a charter school in the proposed location and the innovative educational option offered by the charter school.

Evaluation Criteria:

- Valid, reliable, and verifiable data substantiate an educational need for the charter; and
- Innovations that would distinguish the charter from other schools

Fully Responsive

C4: ACADEMIC ACHIEVEMENT GOALS

The Academic Achievement Goals section should define the performance expectations for students and the school as whole and support the charter's mission.

Evaluation Criteria:

- Specific goals in reading and mathematics that are clear, measurable, and attainable;
- Valid and reliable assessment tools to be used to measure the goals; and
- Attainment of the goals demonstrate that the charter is meeting the identified educational need for the school and fulfilling its mission

Fully Responsive

Concerns and Additional Questions

- **Provide a baseline year for each goal.**
- **Discuss growth expectations for students performing below grade level who need accelerated growth to be able to graduate with their cohorts.**

- Explain if the fourth goal, which is to increase performance annually by 0.2% (0.002) until meeting or exceeding the state average on the state mandated language assessment, should have said English which is one of the subject areas tested by ACT Aspire.
- Confirm that the fifth goal is to increase performance annually by 0.2% (0.002) until meeting or exceeding the state average on the state mandated reading assessment.
- Provide a goal for mathematics performance on state assessments.
- Provide the projected year by which 60% of graduating seniors will meet the ACT College Readiness benchmarks if the minimum goal of 0.2% (or 0.002) annual growth is attained.
- Confirm that alternative assessments will be provided to students when included in IEPs.

Applicant Response:

- Pending charter approval and implementation of new state mandated tests, the baseline year for each goal will be FY16.
- Opportunities will be available for students to enroll in credit recovery, digital courses or courses designed to accommodate self-paced or accelerated completion.
- Correcting Goal 4 – Increase the percentage of students performing at College and Career Readiness Level (currently ACT Aspire) in the area of English by 2% until meeting or exceeding the state average.
- Goal 5 -Increase the percentage of students performing at College and Career Readiness Level (currently ACT Aspire) in the area of Reading by 2% until meeting or exceeding the state average.
- New Goal for Math - Increase the percentage of students performing at College and Career Readiness Level (currently ACT Aspire) in the area of Math by 2% until meeting or exceeding the state average.
- By 2022, 60% of graduating seniors who sat for the exam will meet the ACT College Readiness benchmarks, as determined by the Arkansas Department of Education. Due to the present transitional nature of state level exams a “starting point” cannot be determined at this time. However a minimum of a 2% increase in number of qualifying students will be realized each year regardless of beginning point.
- Student’s will be provided alternative assessments when the need is identified and documented in the student’s IEP.

Remaining Issues: The charter will have completed its initial contract term before 2022, the year by which the applicant proposes having 60% of graduating seniors who take the ACT achieving college readiness benchmarks.

C5: SCHEDULE OF COURSES OFFERED

The Schedule of Courses Offered section should describe the schedules for a week at the elementary level and courses offered at each grade at the secondary level.

Evaluation Criteria:

- Evidence that the charter school meets minimum state requirements of courses offered at appropriate grade levels

Partially Responsive

Concerns and Additional Questions

- **Provide the table that is referenced in the response. Be sure to include all required and elective course offerings.**
- **Confirm that the process for approval to embed courses, as outlined by the ADE Curriculum and Instruction Unit, will be followed.**

Applicant Response:

- **Below are the tables referenced in the original application. The first provides required courses for graduation for both the Smart and Core Curriculum by specific year of graduation. The second table lists the courses available for enrollment by grade. As students advance in grade levels, all courses listed in previous column(s) continue to be eligible for enrollment.**
- **GHSCC will adhere fully to the ADE outlined process for approval to embed courses.**

Smart/Core Curriculum

Gentry High School

Subject	Smart Core Curriculum (2016, 2017 graduates)	Core Curriculum (2016, 2017 graduates)
English	4 credits	4 credits
Mathematics <i>All students must take a math course in grade 11 and/or 12. Comparable concurrent credit college course may be substituted where applicable.</i>	4 credits <i>Algebra I or Algebra A & B Geometry Algebra II Choice of upper level math</i>	4 credits <i>All math units must build on the base of algebra and geometry knowledge skills.</i>
Science	3 credits <i>Must include physical science, biology, Chemistry or Physics</i>	3 credits <i>Must include physical science and biology</i>
Social Studies	3 credits <i>Civics/Economics, World History, US History</i>	3 credits <i>Civics/Economics, World History, US History</i>
Oral Communications	.5 credit	.5 credit
Physical Education	.5 credit	.5 credit
Health	.5 credit	.5 credit
Fine Arts	.5 credit	.5 credit
Electives	8 credits	8 credits
TOTAL Credits required	24 credits	24 credits

Subject	Smart Core Curriculum (2018 and beyond graduates)	Core Curriculum (2018 and beyond graduates)
English	4 credits	4 credits
Mathematics <i>All students must take a math course in grade 11 and/or 12. Comparable concurrent credit college course may be substituted where applicable.</i>	4 credits <i>Algebra I or Algebra A & B Geometry Algebra II Choice of upper level math</i>	4 credits <i>All math units must build on the base of algebra and geometry knowledge skills.</i>
Science	3 credits <i>Must include physical science, biology, Chemistry or Physics</i>	3 credits <i>Must include physical science and biology</i>
Social Studies	3 credits <i>Civics/Economics, World History, US History</i>	3 credits <i>Civics/Economics, World History, US History</i>
Oral Communications	.5 credit	.5 credit
Physical Education	.5 credit	.5 credit
Health	.5 credit	.5 credit
Fine Arts	.5 credit	.5 credit
Electives <i>Must include a digital learning class of at least .5 credit</i>	8 credits <i>Must include a digital learning class of at least .5 credit</i>	8 credits <i>Must include a digital learning class of at least .5 credit</i>
TOTAL Credits required	24 credits	24 credits

COURSES AVAILABLE BY GRADE

9 th Grade <i>All courses listed below:</i>	10 th Grade <i>All courses to the left & those listed below:</i>	11 th Grade <i>All courses to the left & those listed below:</i>	12 th Grade <i>All courses to the left & those listed below:</i>
Honors English I English I Oral Communications Spanish I Theatre Appreciation Forensics	English II Pre-AP English II Journalism Spanish II Theatre I	English III AP Language and Composition Pre-AP Pre-Calculus AP Statistics Algebra III Transitional Math Ready	English IV Transitional English 12 AP Literature and Composition AP Calculus
Algebra I Algebra 1 Part I Algebra 1 Part 2	Bridge to Alg II Algebra II Geometry	Environmental Science Anatomy & Physiology AP Biology AP Chemistry(2016-17) Physics	JAG CNA Certified Nursing assistant
Physical Science Honors Physical Science	Biology Pre-AP Biology Chemistry I Pre AP Chemistry I	Medical Terminology	PCA Patient Care Assistant
Intro to Medical Professions	World History Pre-AP World History United States Government	US History AP US History Psychology Sociology World Geography AP World History (distance learning class)	HVAC Program Year One Cosmetology II
Civics Economics	Ag Mechanics Ag Metals Animal Science I Animal Science II Farm Structures	Art III	
Survey of Ag Systems Greenhouse Management Intro to Horticulture Science	Comp Accounting I Digital Layout & Des Digital Imaging Banking & Finance Principles Banking & Finance Teller operations Entrepreneurship I Entrepreneurship II	Digital Media Digital Audio/Video Prin. of Career Professionalism	
Computerized Bus Applications	Orientation to Teaching I	Community Service Cosmetology I	
Family & Consumer Science Child Development Clothing Management Food & Nutrition Housing & Interior Design Parenting	Art II	<u>The following classes are offered through NWACC and the student must meet requirements and pay for the class and textbooks.</u>	
Art I Art Appreciation Music Appreciation Choir-Pioneer Singers Choir-Varsity Singers Choir- Ensemble Band	ACT Prep	CIV Classes: English Composition I English Composition II College Algebra Public Speech General Psychology	
Health Physical Education Fitness & Weights Athletics	Cheerleading	Online Early College Experience: History of American people to 1877 History of American people since 1877 Art Appreciation Intro to Computer Information Systems Intro to Hospitality Hospitality Marketing Medical Terminology Personal and Health Safety Intro to OSHA	
Personal Finance	Drivers Ed	<u>Digital Learning Classes:</u> Marketing Career Ready 101 Web Page Design I	
<u>Digital Learning Classes:</u> Essentials Computer programming Travel Destinations Sports Marketing International Travel Intro to Travel and Tourism Fashion Merchandising	<u>Digital Learning Classes:</u> ACT Prep Intro to Hospitality Programming I Programming II		

Remaining Issues:

- The applicant includes 24 credits labeled Smart Core when the requirements for Smart Core are limited to 22 credits. The applicant may require 24 credits but should call them graduation requirements rather than Smart Core.
- There are concerns about the list of courses on the Courses Available by Grade provided in response to C-5.
 - The applicant includes Honors English I and Honors Physical Science on the list; however, the Department of Education has not been granting course approval for these
 - It is unclear how the extensive course offerings on the list can be routinely and effectively offered for 500 students.
 - Some of the courses on the list are not available for credit, and taking non-credit courses could impact a student's transcript.
 - The applicant must work with the Arkansas Department of Career Education (ACE) for approval of the following courses/programs of study:
 - JAG;
 - CNA Certified Nursing Assistant;
 - PCA Patient Care Assistant;
 - HVAC Program Year One
 - Cosmetology I; and
 - Cosmetology II.

C6: PROGRAMS AND METHODS TO SUPPORT CORE CLASSES

The Programs and Methods to Support Core Classes section should describe the curriculum for core classes.

Evaluation Criteria:

- A clear description of curriculum, including programs and instructional methods to be used in core classes; and
- An explanation of how the district will pay for all costs associated with the curriculum

Fully Responsive

Concerns and Additional Questions

- Provide estimated costs associated with the proposed programs and methods to support core classes.
- Explain how these costs will be afforded.
- Explain how project-based-learning will be designed or what project-based program will be used.
- Confirm that the IEPs will be implemented as written, including in digital or blended classes.

Applicant Response:

Based on current labor market data GHSCC has plans to incorporate and or expand three pathways of study: Healthcare, Information Technology, and Transportation.

- **Healthcare**

In the Fall of 2015 GHS, in conjunction with Northwest Arkansas Community College (NWACC), is teaching a Certified Nursing Assistant (CNA) course, to be followed in the Spring of 2016 with a Patient Care Assistant (PCA) class. All needed equipment was acquired primarily through donations from community members and business partners. District funds were utilized to refurbish classroom and laboratory space for the program and to purchase textbooks. Through the Early College Experience at NWACC, students receive a reduction in tuition, approximately one-third of the cost incurred by students attending the NWACC campus in Rogers, Arkansas.

Opportunities such as these allow students to acquire industry certifications, or begin a college program of study prior to high school graduation, while assisting parents in the funding of a post-secondary education for their child. GHS, utilizing current faculty, is providing a medical terminology class to serve as a prerequisite for future courses associated with the healthcare profession. Additional courses related to the healthcare profession will be considered once students have completed the currently offered courses that serve as prerequisites to advanced courses.

Estimated cost associated with this program:

- Instructional staff – N/A – provided by NWACC or GPS district employee
- Material and supplies - \$1,000
- Equipment, if applicable – N/A currently equipped
- Textbooks/Resource material - \$5,000

- **Information Technology**

In today's marketplace Information Technology (IT) is found in varying dimensions and intensities associated with business and industry. Industry certificates, as well as IT skills associated with careers found in the healthcare arena, exist through medical coding, scribing, electronic medical records, medical billing, etc. .

Currently GHS offers courses that equip students with the skills needed to acquire Google, Adobe, and Microsoft industry certifications. Through GHSCC additional IT courses focused on teaching networking skills will be offered. Upon successful completion of these courses students will have opportunities to test for vendor neutral industry certification such as CompTIA IT Fundamentals, CompTIA Network+, and CompTIA A+. Equipment and hardware needed for instruction for these courses is already in place on the GHS campus. Any needed material and supplies will be funded from the district budget or other non-school funds.

Estimated cost associated with this program:

- Instructional staff - N/A – provided by NWACC or GPS district employee
- Material and supplies - \$1,000
- Equipment, if applicable - N/A currently equipped
- Textbooks/Resource material - \$1,000

- **Transportation**

The application process for a District Conversion Charter spans over a period of several months. During the charter application interim, in an attempt to expedite needed vocational offerings identified by a local industry, the district applied to the state school board and was approved for several waivers. The granting of these waivers allows GHS to offer a diesel mechanics class in the Spring of 2016. The district along with a local business partner, McKee Foods, will provide any needed equipment and supplies for this course.

As the GHSCC strives to prepare students to be both college and or career ready, other related areas associated with transportation, leading to an industry certificate or degreed program, will be considered. Examples include logistics and business management with courses in supply chain management, transportation management, etc.

Estimated cost associated with this program:

- Instructional staff - \$40,000
- Material and supplies - \$2,500
- Equipment, if applicable \$92,830
- Textbooks/Resource material - \$3,500

All of the above mentioned programs lend themselves to solution/project based learning allowing students to solve, or work, on real world projects or simulations. Applicable project may include:

Networking two or more computers

Configuring managed network equipment

Configuring wireless access points

Setting up network services on different operating systems

Simulations using electronic medical record software

To provide opportunities for students to participate in internships in the business and industry arena, digital and or blended learning delivery of core class will be available. GHSCC will utilize only ADE approved agencies for the delivery of such courses.

GHSCC will continue to implement student individual education plans (IEP's) as required, including those presented in digital or blended learning format.

Remaining Issues: It is stated that students will receive a reduction in tuition to approximately one-third the cost of other students attending NWACC, but this cost may prohibit some students from participating.

C7: EDUCATIONAL PROGRAM

The Educational Program section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

Evaluation Criteria:

- A clear description of the proposed educational program, including but not limited to the foundational educational philosophy and curricular and instructional strategies to be employed;
- An educational program with ample resources to ensure that students achieve academic goals and excel; and
- A description of the grade levels and maximum enrollment, by year, if the charter plans to grow over time.

Fully Responsive

Concerns and Additional Questions

- **Describe the components of the program, and explain how the components of the program will blend to benefit the student.**

Applicant Response:

Components of the program:

- **Core Curriculum – method of delivery**
 - **Traditional (options for regular and advance placement course enrollment)**
 - **Digital**
 - **Blended**
 - **Embedded**
- **Design of Non-Core Curriculum**
 - **College course bearing classes**
 - **Applicable to industry certifications**
 - **Applicable to college degree**
 - **Vocational courses**
 - **High school credit**
 - **Possible articulated credit to post-secondary schools**
 - **Some courses leading to specific industry certificates**
- **Internships with Business & Industry**
 - **Volunteer**
 - **Compensated**

Students participating in any of the pathways offered; Healthcare, Information Technology, or Transportation, will have the ability to design an individual education plan after considering their identified program/educational goal. Based on student preferences, students will be allowed to enroll for either digital or traditional course delivery for core

courses, take college or vocational courses with credit given toward industry certificates or college degree plans. Additionally, some high school courses currently offered at GHS have been approved for articulation to local post-secondary institutions. Embedded courses, approved by ADE, will provide additional time for students to enroll in other elective courses or participate in internships related to their identified program of study. Internships with Business & Industry whether volunteer or compensated, will allow students to apply knowledge gained through classroom instruction and project based learning to real world situations. Ideally these internship opportunities will allow students to build relationships leading to full-time employment with that company, or job experience for a resume.

C8: CHARTER MODEL

Evaluation Criteria:

- Specific reasons why it is critical for the district to have a charter school rather than implementing the plan outlined in the application on an existing traditional campus

Fully Responsive

C9: AUTONOMY

Evaluation Criteria:

- A clear description of all the ways in which the charter school will have more autonomy than traditional schools in the district, specifically pertaining to personnel, budget, day-to-day operations, and the school calendar

Fully Responsive

Concerns and Additional Questions

- Explain the ways in which developing and managing the budget, the calendar, and day-to-day operations will be conducted differently from other schools in the district.

Applicant Response:

As a conversion charter, converting GHS to GHSCC, (continuing to be the only high school within the school district), GHSCC will receive the needed funds for day-to-day operations as well as funding for educational programs implemented under the conversion charter umbrella. Communication between GHSCC principal and GPS superintendent will identify annual budgetary needs and allow for advanced fiscal planning for GHSCC. The GHSCC will operate on the same calendar and daily schedule as designed and approved for the other three campuses. Some variations will exist on an “as needed” basis. Teachers will continue to collaborate in grade and content teams in relation to core subjects. In addition to the state required professional development, ongoing activities related to career education and awareness will be delivered to both teachers and students.

C10: SCHOOL IMPROVEMENT PLAN

Evaluation Criteria:

- Meaningful and realistic ways to involve licensed employees and parents in developing and implementing the school improvement plan, identifying performance criteria, and evaluating the effectiveness of the improvement plan
- A plan that addresses how the charter school will improve student learning and meet the state education goals

Fully Responsive

C11: CURRICULUM ALIGNMENT

The Curriculum Alignment section should define the process by which the charter will ensure that the curriculum aligns with Arkansas Curriculum Frameworks and state standards.

Evaluation Criteria:

- Evidence that the applicant has a process to ensure all curriculum materials, used in the educational program, align with the Arkansas Department of Education's curriculum frameworks and the Common Core State Standards

Fully Responsive

Concerns and Additional Questions

- **Outline a process that will be in place to ensure that all curriculum materials, used in the educational program, align with the Arkansas Department of Education's Curriculum Frameworks and the Common Core State Standards.**
- **Explain what personnel will be involved in overseeing this process.**

Applicant Response:

All curriculum materials, used in educational programs will align with ADE curriculum frameworks and or the Common Core State Standards, additionally, only ADE approved vendors will be used for digital course delivery.

Gentry Public Schools building administrators are the educational leaders in their assigned building and oversee the curriculum development for their school. Prior to school beginning, teachers are brought together as departments to plan instructional units. Teachers are given ample resources and time in order to design instruction, student tasks, formative and summative unit assessments. Teachers then meet twice annually, or "as needed", with the principal to discuss the student progress and make decisions based upon the student's needs. Free, after school tutoring, is available Monday through Thursday for any student needing additional help

To facilitate a "tight" alignment to postsecondary programs and courses, GHSCC administrators and teachers, involved in delivery of courses connected to designed pathways,

will collaborate with members of higher education. Ongoing consultation with industry partners to evaluate and identify program elements will also be an integral piece to the success of GHSCC.

Remaining Issues: The applicant states that meetings will occur twice annually to ensure alignment or when needed to meet student needs, but the standards cannot be changed to meet student needs. To be adequate, alignment must show evidence of both vertical and horizontal alignment by subject area.

C12: STUDENT SERVICES

The Student Services section should describe how the school will address specific services for its student body.

Evaluation Criteria:

A description of the ways in which the following services will be provided to students **even in each area for which a waiver is requested:**

- A guidance program that will serve all students;
- A health services program that will serve all students;
- A plan for a media center for use by all students;
- Sound plans for educating special education students that reflect the full range of programs and services required to provide such students with a high quality education;
- A transportation plan that will serve all **eligible** students;
- An alternative education plan for eligible students, including those determined to be at-risk and to offer access to one or more approved Alternative Learning Environments;
- A plan to serve students who are English language learners; and
- Plans for a gifted and talented program for eligible students

Fully Responsive

Concerns and Additional Questions

- **Confirm compliance with all state and federal special education laws, rules, and regulations.**

Applicant Response:

GHSCC will be in compliance with all state and federal special education laws, rules, and regulations.

C13: ANNUAL PROGRESS REPORTS

The Annual Progress Reports section should define how the academic progress of individual students and the school as a whole will be measured, analyzed, and reported.

Evaluation Criteria:

- A timeline for data compilation and completion of an annual report to parents, the community and the authorizer, **separate from the district's annual report to the public**, that outlines the school's progress;
- A plan for dissemination of the annual report to appropriate stakeholders

Fully Responsive**C14: ENROLLMENT CRITERIA AND PROCEDURES**

The Enrollment Criteria and Procedures section should describe how the school will attract and enroll its student body, including any criteria for admission and enrollment. Applicants must also provide assurances for a random, anonymous lottery selection process.

Evaluation Criteria:

- A student recruitment plan that will provide equal opportunity for all parents and students to learn about and apply to the school
- An enrollment and admissions process that is open, fair, and in accordance with applicable law
- A process for, and a guarantee of, a random, anonymous lottery process should there be more student applications than can be accommodated under the terms of the charter

Fully Responsive**Concerns and Additional Questions**

- Explain if all Gentry High School students will attend the proposed charter or if the proposed charter will operate as a school within a school.
- Name and describe the “pathways” that will be offered to students.

Applicant Response:

All students will attend GHSCC, designing an individual education plan to aid them in achieving their desired goals. Pathways selected, based on current labor market data are Healthcare, Information Technology, and Transportation. For example, a student having an interest in the healthcare profession might enroll in Anatomy, Medical Terminology, and possibly the Certified Nursing Assistant class at GHSCC. Upon graduation this student would have the ability to immediately seek employment, utilizing their CNA certification, or apply for a postsecondary educational program in the healthcare field. Entrance into a nursing program has become very competitive and having these courses and a CNA certification should increase their chances for admittance. Giving students these opportunities to solidify their interest in the profession, prior to high school graduation, can ultimately save students and their parent's time and money.

Pathways offerings will include:

Healthcare: Opportunities through this pathway will include preparation for both immediate

entry into a healthcare related career or advancement into post-secondary education. Students interested in seeking a career in a healthcare related field, i.e. Certified Nursing Assistant (CNA), physician's office, or clerical position, would have the opportunity to enroll in CNA, medical terminology, anatomy, office management, or other related offerings leading to industry certificates. Students interested in continuing onto a postsecondary institution would have the opportunity to enroll in any of the above courses as well as college courses which would provide for accelerated completion of a college degree. Students in both pathways would have opportunities to participate in internships designed to facilitate "real-world" knowledge.

Information Technology (IT): IT courses focused on teaching networking skills will be offered along with the continuation of computer related courses. Upon successful completion of these courses students will have opportunities to test for vendor and vendor neutral industry certification such as CompTIA IT Fundamentals, CompTIA Network+, and CompTIA A+, Microsoft Word, Excel, Powerpoint, etc. Students pursuing an IT pathway, upon high school graduation continue to a postsecondary institution, or enter the workforce.

Transportation: Courses associated with transportation, leading to an industry certificate or degreed program will be offered. Examples include diesel mechanics, logistics and business management with courses in supply chain management, transportation management, etc. Opportunities to obtain industry certificates as well as prepare for continued education at postsecondary institutions will be the focus of this pathway.

Remaining Issues: The three pathways described may not meet the needs and preferences of all students.

C15: PRIOR CHARTER INVOLVEMENT

Evaluation Criteria:

- A complete Prior Charter Involvement Template for each individual connected with the proposed charter;
- Accurate data in each Prior Charter Involvement Template, including active links to assessment data

Fully Responsive

C16: STAFFING PLAN

The Staffing Plan section should describe the job duties of the school administrator(s) and other key personnel. This section should also describe the professional qualifications which will be required of employees.

Evaluation Criteria:

- A job description for the school administrators and other key personnel, including but not limited to counselors and teachers;
- An outline of the professional qualifications required for administrators, teachers, counselors, and others; and
- A staffing plan that clearly outlines both the types and numbers of positions to be filled at the school and salary scales for such positions

Fully Responsive

Concerns and Additional Questions

- List the “appropriate credentials” and other required qualifications for the assistant superintendent, principal, instructors, and counselor.

Applicant Response:

The Gentry Public Schools assistant superintendent will hold an ADE issued district level administrator license or be eligible for an ADE approved Administrator Licensure Completion Plan. Principals employed by the district will be required to have an ADE issued building level administrators license or be eligible for an ADE approved Administrator Licensure Completion Plan. Instructors hired to work within the GHSCC will be ADE licensed teachers; eligible for an ADE approved Teaching Additional Licensure Plan, or be a highly qualified industry specialist. ADE licensed guidance counselors, or counselors eligible for an ADE approved Counselors Additional Licensure Plan, will be employed to aide students and parents in career guidance along with other varied duties.

C17: ARKANSAS PUBLIC SCHOOL COM PUTER NETWORK ASSURANCES

The Arkansas Public School Computer Network (APSCN) Assurances section should provide documentation of the applicant’s understanding of and participation in the required state finance and educational data reporting system.

Evaluation Criteria:

- Assurance that the charter school will participate in APSCN and will comply with all state statutory requirements regarding the APSCN finance and educational data reporting system

Fully Responsive

C18: FACILITIES

The Facilities section should identify and describe the facilities to be used by the school and any changes to be made to the facilities.

Evaluation Criteria:

- An identified facility appropriate to meet the needs of the school over the term of its charter
- A realistic plan for remodeling or adapting a facility, if necessary, to ensure that it is appropriate and adequate for the school's program, the school's targeted population, and the public
- Evidence that the school understands the costs of securing and improving a facility and has access to the necessary resources to fund the facility plan
- A sound plan for continued operation, maintenance, and repair of the facility

Fully Responsive**C19: FOOD SERVICES**

This section should describe how the school will address food services for its student body.

Evaluation Criteria:

- A food service plan that will serve all eligible students
- A management plan that reflects a clear understanding of federal law and requirements if the charter school plans to participate in the National School Lunch program

Fully Responsive**C20: PARENTAL INVOLVEMENT**

The Parental Involvement section should describe how parents or guardians of enrolled students, the school employees, and other members of the community will make a positive impact on the school and its educational program.

Evaluation Criteria:

- A plan for involving parents and guardians in the school's education program
- A proposal that involves the parents of students, employees and the broader community in carrying out the terms of the charter

Fully Responsive**C21: DESEGREGATION ASSURANCES**

The Desegregation Assurances section should describe the applicant's understanding of applicable statutory and regulatory obligations to create and maintain a unitary system of desegregated public schools.

Evaluation Criteria:

- Assurance that the charter school will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools
- An outline of the potential impact of the proposed charter school on those desegregation efforts already in place in affected public school districts

Fully Responsive

C22: SUSTAINABILITY OF THE PROGRAM

The Sustainability section should describe the applicant’s plan to ensure continued success of the charter school over time.

Evaluation Criteria:

- The plan to ensure the sustainability of the charter in the future

Fully Responsive

Concerns and Additional Questions

- Explain the purpose, composition, and function of the Gentry Career and Technical Advisory Board.

Applicant Response:

The Gentry Career and Technical Advisory Board exists under the CTE program guidelines. The current board is comprised of members from local business and industry, a city official, and parents. The board will serve in an advisory capacity as programs are evaluated, labor market data reviewed, and when consideration is given to implementing new programs. Gentry Public Schools is committed to seeking input from stakeholders as the system strives to meet the needs of students and the community.

C23: WAIVERS

The Waivers section should discuss all waivers requested from local or state law.

Evaluation Criteria:

- Each law, rule, and standard by title, number, and description for which a waiver is requested
- A rationale for each waiver request
- An explanation of the way that each waiver would assist in implementing the educational program of the charter and/or fulfilling the charter’s mission

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

See legal comments.

OTHER:

- Complete the following table with the grade levels and maximum enrollment to be served by year:

Applicant Response:

School Year	Grade Levels	Maximum Enrollment
2016-2017	9-12	500
2017-2018	9-12	500
2018-2019	9-12	500
2019-2020	9-12	500
2020-2021	9-12	500

Additional Public Hearing Documentation



Gentry Conversion Charter Public Meeting
November 3, 2015
6 PM

[illegible]



Gentry Public Schools

201 South Giles Avenue
Gentry, Arkansas 72734



Telephone: 479-736-2253 **Fax:** 479-736-2245 **e-Mail:** jwinslett@gentrypioneers.com

The following is a brief summary of the Town Hall meeting held in the PAC Building, at 6:00 p.m., Tuesday, November 3, 2015. The focus was a final "touch base" meeting regarding the Proposed Conversion Charter for 2016-17. (See attached sign-in sheet.)

Ms. Judy Winslett facilitated the meeting. Dr. Barrett made the opening address.

Dr. Barrett welcomed a group of approximately 15 patrons, parents and staff. He noted that this was the final chance to look at and discuss the plans for the Conversion Charter. He said "This is one piece of what we are doing as a district. This will be our last effort locally before we move on to the state level. We have attempted to involve the community as much as possible."

Ms. Winslett also welcomed the group and thanked them for their interest and support. She said the evening's agenda would include some old information that they had already heard as well as some new data. She read the GHSCC Mission Statement, part of which stated the districts commitment to "purpose to deliver an education designed to prepare students for successful transition to opportunities beyond high school in career and college."

Ms. Winslett's presentation included, but was not strictly limited to the following:

Explained opportunities to be provided.

GHSCC Innovations such as internships, vocational programs taught by industry professionals individualized instruction for all students.

Explanation - "Why Change?" - increased opportunities and options for students for successful future story.

Regional Employer Survey Results 2014 - hiring shortages and industry specific shortages

GHS - response to Labor Market Research

College and Career Readiness

Predicted NWA Job Growth 2014-15 information provided.

Options for Gentry Students (four-year degree, two-year degree, Industry Certification, Work Force Readiness Certificate of Proficiency)

Cost of College - 4 year degree - (compare to buying a house)

How can we help our students/parents/industry?:

- *Help students clarify their goals for the future*
- *Provide additional college courses*
- *Deliver articulated courses*
- *Allow savings to parents for post-secondary education*
- *Offer opportunities for industry certification*
- *Arrange opportunities for internships*
- *Create value added diploma - increasing employability*

Provide needed workforce for industry- new jobs and vacancies as a result of retiring employees.

College Bound Data - Student savings by students taking advantage of "early college experience" options available. (\$91,000 savings last year) calculated using FY16 tuition costs

Diesel Mechanics Program Course Offerings Once Fully Implemented

Logistics - Possible Courses resulting in industry certifications (Supply Chain Management, Transportation Management, Inventory Management, International Logistics, Entrepreneurship) General Education Concurrent Courses from NWACC are available on GHS campus.

Healthcare Pathway Courses Offerings

Current (Intro to Medical Professions, CNA, PCA, Med term) Possible expanded offerings (Electronic Health Records, Anatomy and Physiology, Intro to Computer Information, First Responders, Intro to Coding, Pathology)

Information Technology (IT)

NWACC Certificates (Workforce Readiness)

Industry Certifications

Fastest Growing Occupations in Northwest Arkansas Healthcare Pathway.

Explanation of requested waivers for GHSCC (from application) as related to the following:

1. *Embedded Courses*
2. *Teachers (instructors with specialized skills and abilities)*
3. *School Day Attendance (flexibility to individualized instruction)*
4. *Unit of Credit (waive clock hours to allow for self-paced instruction)*
5. *Grading Scale (limited need - allows for mastery grading)*

Questions:

Mr. Al Lemke asked how long it will take to expand the curriculum. He said “ I look at this as 4-5 categories. In the area of Logistics, I cannot see why we are not including Aviation considering our proximity to XNA. What about students considering a military career? Aviation Mechanics could boost their opportunities to advance in those careers as well.” Ms. Winslett agreed. She noted that recruiters do regularly come and talk to students interested in military careers. She said that she hoped the offerings and ideas would increase as the district gets the GHSCC off the ground.

Ms. Cheryl Braun asked, “ Are any of the courses Siloam and Gravette provide for students open to “exchange” opportunities for Gentry students?” Ms. Winslett noted that the CNA course originally offered by Gravette proved to be in such demand at Gentry that we were able to offer our own program. One Gentry student is currently enrolled in the Gravette HVAC program. Gravette, Decatur, and Gentry have formed an informal group known as WBCCC (Western Benton Country Careers Consortium) and have been closely working together. Gravette students may be interested in participating in the Gentry Diesel Mechanics program. Siloam has also offered to allow students to attend their programs where open seats permit. Ms. Winslett said “We do not have the size or ability to do everything. All districts have noted they will take their own students first but offer open seats to out of district students when available.”

Mr. Al Lemke asked “ How has Siloam's program progressed? “ Ms. Winslett reported that they had approximately 40 students this semester and had just had their dedication of their building.

Ms. Linda Lemke asked if the Careers programs were for seniors only. Ms. Winslett explained that any student 9-12 could participate. Some core pre-requisite courses will be necessary depending on the program.

Ms. Charla Whitaker asked “ Does this tie in to EAST? “ Ms. Winslet answered that indirectly it does tie in to EAST saying “East is about using technology and "out of the box" thinking to accomplish projects. Technology careers are “high demand” careers. Programs like EAST expand the way students see the field of IT.”

Ms. Cheryl Braun expressed some confusion regarding the waiver regarding teacher licensure. She noted that the waiver requested that industry skilled instructors be allowed to teach without a teaching certificate on a “limited” basis. She asked if that meant that these instructors would only be eligible for short assignments or until an ADE licensed instructor could be hired. Ms. Winslett explained that “limited”, in this sense , referred to the areas where this waiver would be applied. She explained that core curriculum teachers would still be required to be fully ADE licensed. Limited referred to industry certified personnel being limited to the Career/Industry

classes and allowed them to be paid from a different salary schedule. She noted that it would be extremely difficult and highly unlikely to find a Diesel Mechanic's instructor with a Teaching License willing to be paid from the teacher salary schedule. Ms. Winslett also noted that Charter Status and waivers were granted for 5 years.

Ms. Linda Lemke asked for a clarification of industry specific certifications as opposed to degrees in an area or workforce certifications of proficiency. Ms. Winslett explained that some career options offered certificates based on industry knowledge and courses while others required two or four year course of study degrees. She explained that the certificates of proficiency showed that a specific area of training had been given and mastered. For example, within the Culinary Arts program specific certifications for "safe handling" of food are available. Having this certificate may garner an employee with McDonalds and other foodservice establishments, .25 cents per hour more upon hire than an employee who has to be trained by the employer. Employers benefit by saving time and money providing training the new employee has already completed. Employees begin working for higher salaries immediately.

Mr. Lemke asked "How do you encourage 9th graders to plan their futures?" Ms. Winslett said that they will begin including within the Character Education Program at the elementary level Career specific information (i.e. be on time. Do your very best. Etc.) Older students will have opportunities for "career exploration" with field trips to industries to see what is involved in specific fields and whether they might have an interest.

Linda Lemke told Ms. Winslett that Ms. White, GIS Media Specialist, was teaching students limited computer coding through games on Wonderful Wednesdays. She said that she had heard Ms. White encourage the students by saying "computers and computer programming will continue to be a great career opportunity." Ms. Winslett was pleased and said she planned to thank Ms. White for her efforts. Ms. Winslett said that part of the mission of the GHSCC was to "Communicate options and let them find the fun as well as develop a passion."

Ms. Winslett reported that on the 19th of November they will present their request in person to the State Board and should know by December if we are approved. Mr. Lemke asked "what happens if you are not approved? Will you quit?" Ms. Winslett said that she could not conceive of quitting at this point. She said "This is too important to our students to give up. I believe we will be approved but if not we will just have to attack from a different direction. I am so entrenched that I cannot imagine giving up"

Dr. Barrett agreed. He reported that Gravette Schools had chosen to abandon their charter request after learning that funding was limited or non-existent. Dr. Barrett noted that Gentry had that same chance to retreat but chose to continue on. He said "This never was about getting money from the state it was about doing something to help all students have a chance to succeed." "The word "charter" is a popular buzz word. The governor is focused on making sure we are balancing the scale preparing students for college and/or career." He explained that at the fall Administrator's Conference in Little Rock last week, industry leaders plainly addressed school personnel and said "You are not helping the economy of the state because you are not turning out hire ready students."

Dr. Barrett said that he felt that a push to rectify that issue could result in business and industry partnerships as they have expressed a willingness to help if schools are serious and ready to prepare students for the workforce with the same commitment we give to preparing them for college. He concluded by saying “This charter is about setting aside a few rules to help a group of students be ready for the workforce upon graduation and to have the same chance as college bound students to succeed in needed fields and in careers they enjoy. Mr. Lemke is right that not every student is college bound and our economy needs workers as well. We hope this is a long-term plan in which we will expand the curriculum and join in student-sharing relationships with neighboring districts. We are excited and hopeful. I wish we would have done this 10 years ago.”

LEGAL REVIEW OF WAIVER REQUESTS AND RESPONSES

Red=Waivers not previously requested, need additional discussion, or have remaining issues
Green=Waivers previously granted, no remaining issues
Information provided by Applicant is in italics.

**Gentry High School Conversion Charter
Waivers Requested in Original Application
2015 District Conversion Application**

1. Oral Communications

Section 9.03.4.1 of the Standards for Accreditation (1 Unit of Oral Communication)

Course content and design of the Career Readiness class supports the embedding of Oral Communication frameworks to prepare students for college, career and the communication skills necessary in these arenas for success. All standards and frameworks required for the Oral Communications course will be taught in the Career Readiness course.

Legal Comments: None

2. Licensure

Ark. Code Ann. §6-15-1004 Qualified teachers in every public school classroom

Ark. Code Ann. § 6-17-301 Employment of Certified Personnel

Ark. Code Ann. § 6-17-309 Licensure- Waiver

Ark. Code Ann. § 6-17-401 Teacher's license requirement

Ark. Code Ann. § 6-17-902 Definitions

Ark. Code Ann § 6-17-908 Teacher's salary fund – Authorized disbursements

Ark. Code Ann. § 6-17-919 Warrants void without valid certificate and contract

ADE Rules – Licensure- Educator Licensure

Standards for Accreditation 15.03

ADE Rules Governing Educator Licensure

In an effort to prepare students to be both college and career ready, the district requests the ability to employ instructors, with specialized skills and abilities, to teach career education classes, on a limited basis. This request is driven by the difficulty of obtaining licensed employees in certain trade and vocational career offerings.

Legal Comments: None

Red=Waivers not previously requested, need additional discussion, or have remaining issues
Green=Waivers previously granted, no remaining issues
Information provided by Applicant is in italics.

3. School Day/Attendance

Ark. Code Ann. § 6-16-102 School Day

Ark. Code Ann. § 6-18-210 Definitions (Planned Instructional Time)

Ark. Code Ann. § 6-18-211 Mandatory attendance for students in grades nine through twelve

Section 4 of ADE Rules Governing Mandatory Attendance requirements for Students in Grades Nine through 12

The district seeks to allow the opportunity to individualize instruction for all students. A student possessing the ability to complete required coursework in less than 6 hours a day could have the option to enroll in a specialized educational program outside the school district, participate in an apprenticeship program designed to aid in career readiness, or seek employment to assist in future educational expenses. Conversely, students unable to achieve mastery within a six hour day could benefit from an extended educational day. Additionally, the present state and national emphasis on utilizing technology for instruction might create scenarios where a student might benefit from blended instruction at atypical school hours.

Legal Comments: None

4. Required Clock Time for Unit of Credit

Standards for Accreditation 14.03

Opportunities for digital course delivery designed for self-paced learning could find students mastering course content in less than 120 clock hours. If mastery is determined, students would advance on to next course in their individual education plan. This waiver request is in relation to "seat-time", not graduation requirements. All applicable course frameworks and standards will be fully adhered to and taught.

Legal Comments: In order to fully effectuate this waiver, a waiver of **Ark. Code Ann. § 6-18-213** should also be requested.

Applicant Response: *The applicant asks to add a waiver of Arkansas Code 6-18-213 – Attendance records and reports generally, to our conversion charter application.*

Remaining Issues: None

Red=Waivers not previously requested, need additional discussion, or have remaining issues
Green=Waivers previously granted, no remaining issues
Information provided by Applicant is in italics.

5. Grading Scale

Ark. Code Ann. § 6-15-902(a) Standards for Accreditation 12.02

The expansions of Career, Trades, and Vocational offerings may require the addition of nongraded, in the sense of the traditional grading scale, student performance evaluative strategies. This waiver request is intended for only those non-core (vocational) courses that lend themselves to alternative descriptors of "mastery"

Legal Comments: None

Other Legal Comments: Special attention should be given to the waivers from the Code, Standards for Accreditation, and ADE Rules granted by the State Board of Education at its September 10, 2015 meeting. The waivers granted by the State Board on September 10, 2015 are set to expire within five years or upon approval of this charter application, whichever should come first. ADE Legal Services recommends that the district review any policies and practices that were changed or adopted in response to the granting of those waivers to ensure full compliance with the Code, Standards for Accreditation, and ADE Rules in the future, should this application be approved.

Applicant Response: *Our practice regarding policy revision is to review such in the current school term and to make any changes effective July 1 of the next year.*

Our charter, if approved, will become effective August of 2016 thus any required policy revisions will have been approved prior to the start date of the conversion charter.

It is our intent to formally review all board and board personnel policies for any needed changes resulting from conflicts between existing policies and provisions of the conversions charter. With regard to the conversion charter, we will wait until approval to begin the review process.

Remaining Issues: The charter, if approved, will actually become effective July 1 of 2016; ADE Legal Services has no issues with the practice laid out in the Applicant's response.

**ADE LEGAL
DESEGREGATION
ANALYSIS**

MEMO



ARKANSAS
DEPARTMENT
OF EDUCATION

DATE: November 6, 2015

TO: Charter Authorizing Panel

FROM: ADE Legal Staff

SUBJECT: Desegregation Analysis, District Conversion Public Charter School Applications

I. Introduction

Five public school districts submitted applications for district conversion charter schools:

- Cave City School District, proposing a charter school to provide instruction in grades nine (9) through twelve (12) with an enrollment cap of 1,200 students;
- Fayetteville School District, proposing a charter school to provide instruction in grades kindergarten (K) through twelve (12) with an enrollment cap of 500 students;
- Gentry School District, proposing a charter school to provide instruction in grades nine (9) through twelve (12) with an enrollment cap of 500 students;
- Hot Springs School District, proposing a charter school to provide instruction in grades nine (9) through twelve (12) with an enrollment cap of 1,200 students;
- Springdale School District, proposing a charter school to provide instruction in grades kindergarten (K) through twelve (12) with an enrollment cap of 2,000 students.

II. Statutory Requirements

Ark. Code Ann. § 6-23-106(a) requires the applicants for a charter school, the board of directors of the school district in which a proposed charter school would be located, and the authorizer to “carefully review the potential impact of an application for a charter school on the efforts of a public school district or public school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.” Ark. Code Ann. § 6-23-106(b) requires the authorizer to “attempt to measure the likely impact of a proposed public charter school on the efforts of public school districts to achieve and maintain a unitary system.” Ark. Code Ann. § 6-23-106(c) states that the authorizer “shall not approve any public charter school under this chapter or any other act or any combination of acts that hampers, delays, or in any manner negatively affects the desegregation efforts of a public school district or public school districts in this state.” This analysis is provided to inform the decision-making of the authorizer with regard to the effect, if any, of the proposed charter schools upon the desegregation efforts of a public school district.

III. INFORMATION SUBMITTED BY THE APPLICANT AND THE AFFECTED SCHOOL DISTRICTS

Each applicant addressed Desegregation Assurances in its application. The Department is unaware of any desegregation-related opposition to these applications from any other school district. Each applicant's desegregation analysis is attached to this memo.

IV. ANALYSIS FROM THE DEPARTMENT

"Desegregation" is the process by which a school district eliminates, to the extent practicable, the lingering negative effects or "vestiges" of prior *de jure* (caused by official action) racial discrimination.

As stated above, Arkansas law does not allow the authorizer to approve any public charter school that "hampers, delays, or in any manner negatively affects the desegregation efforts" of a public school district. Ark. Code Ann. § 6-23-106(c). The Supreme Court noted in *Missouri v. Jenkins*, 515 U.S. 70, 115 (1995):

[I]n order to find unconstitutional segregation, we require that plaintiffs "prove all of the essential elements of *de jure* segregation -- that is, stated simply, a current condition of segregation resulting from *intentional state action directed specifically* to the [allegedly segregated] schools." *Keyes v. School Dist. No. 1*, 413 U.S. 189, 205-206 (1973) (emphasis added). "[T]he differentiating factor between *de jure* segregation and so-called *de facto* segregation . . . is purpose or *intent* to segregate." *Id.*, at 208 (emphasis in original).

V. CONCLUSION

The Department is unaware of any data demonstrating that any of the proposed charter schools are motivated by an impermissible intent to segregate schools. However, the authorizer should carefully examine the proposed charter school applications in an attempt to determine whether there are legitimate, non-racially motivated reasons for the charter schools' existence.

Additionally, only one conversion charter school applicant, the Hot Springs World Class High School, would operate in a school district that is subject to a desegregation order. As noted by the applicant, the conversion charter school will not impede the Hot Springs School District's obligations to participate in inter-district school choice as provided in the controlling desegregation order.

as GHS.

20. Describe how the parents or guardians of the enrolled students and other members of the community will be involved with the school to positively impact the charter school's educational programs.

Applicant Response:

As GHSCC seeks to individualize student education plans, parents will be given the opportunity to attend college and career information sessions throughout the school year and work individually with teachers and counselors in developing an education plan for their child. Community members, as well as business and industry, will be encouraged to participate in activities designed to prepare students for success during high school and beyond. Activities providing opportunities for speakers from the community and industry partners, as well as internship or apprenticeship, will be incorporated.

Surveys will be used to evaluate the program and will be made available to all stakeholders.

21. Describe the potential impact of the proposed public charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

Applicant Response:

The Gentry School District's receipt of a conversion charter for its high school will have no effect on any Arkansas public school districts' efforts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. The Gentry School District is not under any federal desegregation order or court-ordered desegregation plan, and neither are any of our surrounding districts. Nothing in the operation of the GHSCC will hamper, delay, or in any manner negatively affect the desegregation efforts of any public school district or public school districts in this state."